

- **University of Detroit Mercy** (off campus employment agreement to train and employ reading and math tutors)
- **Brighter Futures for Brightmoor** (a United Way community initiative)
- **Marygrove College** (off campus employment agreement to train and employ reading and math tutors)

### **We embrace the information age.**

Instruction and both the pre and post instructional tools are “computer-assisted”, but not “computer-dependent.” This allows both tutor and tutee to make full use of technology and yet not be hindered or limited in the unfortunate absence of available computers. In addition to prepackaged computer assisted math and reading lessons are often further customized via the internet as tutors access Eduhelper.

### **We ensure early childhood literacy with C&B’s innovative Grapho Phonics.**

Current research is quite conclusive on the importance of phonemic awareness. Students must have knowledge of letter-sound relationships. In spite of the importance of phonemic awareness, experts tell us that only sixty percent of our students acquire these skills in a regular classroom setting. Forty percent need extra help and twenty percent need one-on-one or small group tutoring. C&B’s Grapho Phonics was especially created for these “phonetically deaf” students.

This computer-assisted, research-based, non-traditional phonics program utilizes a new learning theory known as functional parallelism. Grapho Phonics promotes initial sound fluency, letter-naming fluency, phoneme segmentation fluency, oral reading fluency, word recognition, word usage fluency and oral reading fluency in children pre-school through third grade. When used early, it serves as a prophylaxis against reading failure.

### **Evidence of the programs effectiveness in increasing student achievement:**

#### **-----Effective Research-----**

#### **-----Overview-----**

(Below is a summary of the final report filed with the U.S. Department of Education after tutor-training grant.)

*Brightmoor America Reads Challenge Final Report  
Submitted to United States Department of Education  
-----March 10, 1999-----*

1. *We have conducted 10 (ten) tutor-training sessions to-date, and have trained 110 tutors. 600 students in grades Kindergarten through third were tutored.*
2. *Number of (K-8) students enrolled by school and grade level are as follows:  
(charts omitted because of space limitations)*
3. *Students received tutorials two-to-three times per week, with the sessions lasting 30 minutes for kindergarteners, 45 minutes for first and second graders and one hour for third through eighth graders.*
4. *Students with strengths in any area of the communication arts were not accepted into this particular program. This program targeted only severely reading-disabled students. These are generally in the bottom five-to-ten percent of the student population.*

*Participants were recommended to our program because they had demonstrated pronounced weaknesses in the following areas: letter recognition, letter/sound correspondence, oral reading, silent reading, word recognition and comprehension. These deficits were determined by standardized testing and confirmed by pre instructional criterion reference assessments.*

<u>average pretest scores</u>	<u>average posttest scores</u>	<u>average growth</u>
oral reading 63%	86%	23%
silent reading 50%	95%	45%
word recog. 30%	80%	50%
comprehend. 20%	82%	58%

*We did not formally request to see report card grades this year, but it was generally reported by parents and teachers that grades and classroom participation for participating students had dramatically improved. We are unable to scientifically verify or quantify this data at this time.*

5. *Tutor evaluations of the training generally reflected an initial shock at the unexpected depth of the training. They felt we kept it very interesting by combining media in many segments. Most expressed that they felt very confident and competent after the training. They thought we made what initially appeared very complex, very simple. Many felt the training was too long (two weeks), but had no idea of how we could shorten it and still cover all of the material. On a scale of one to ten, most rated the overall training a seven or higher.*

*More importantly, the staff of the participating schools gave our tutors and overall program very high marks. Some called it the best tutorial program they'd seen. They felt that the fact that we targeted the bottom five-to-ten percent of their student population, improved their attitudes and classroom performance, merited the highest of ratings.*